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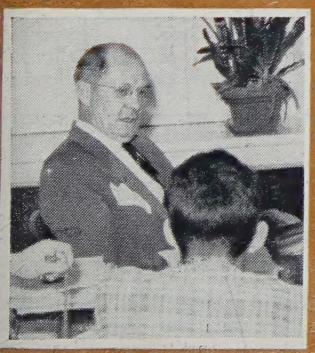

SPECIAL GUIDE to METHODIST COLLEGES

and *Church Campus*

ONE OF METHODISM'S NINE GREAT UNIVERSITIES IS SOUTHERN METHODIST AT DALLAS—NIGHT SCENE OF THE MAIN QUADRANGLE.

COVER PICTURES: TYPICAL OF THE VARIED ACTIVITIES WHICH TAK PLACE ON COLLEGE CAMPUSES RELATED TO TH METHODIST CHURCH ARE, TOP TO BOTTOM: KEN TUCKY WESLEYAN SINGERS IN ACTION; NURSIN MAJOR AT BALDWIN-WALLACE COLLEGE LEARNIN ABOUT A DIET KITCHEN; AND DEAN VIRGIL Y. EADY OF EMORY-AT-OXFORD COUNSELING A STUDENT

Volume 45 No. 2

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Save This Issue

PASTORS

Each year you have high-school students who will raise with you the question: "Should I go to college?"

Or, as increasingly phrased: "What college should I go to?"

This issue is intended to help you answer these questions, particularly the latter one. It is a handbook for reference when you need to know some of the answers to such inquiries as:

How much does it cost?

Is it accredited?

How do I get a scholarship?

What size school is it?

COUNSELORS

In this number of *Church and Campus* you will find specific data concerning those institutions related to The Methodist Church.

This includes universities, colleges and theological seminaries. Because it is designed primarily to help those anticipating the college experience, little attention is given to the graduate schools (including the seminaries), or the secondary schools in the Methodist relationship.

The Wesley Foundations will be more fully discussed in a later issue.

PARENTS

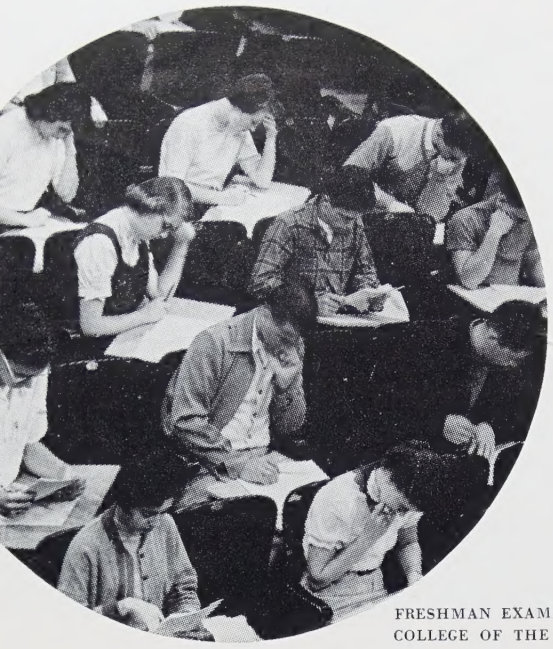
"There is a Methodist college for every Methodist student." This is not designed as parochial advice, simply a statement of fact.

There are values, we believe, in a church-related institution which cannot be realized in state-supported schools. In this issue we try to help you see those values as well as to anticipate the costs, etc.

STUDENTS

Should you go to college? We cannot answer that for you. However, we are trying to anticipate some of the questions you will ask, if you decide to go to college, so you can make a good choice.

If you do not know what you want to be, college should help you decide. If you have made up your mind as to your vocation, college will not only help you to realize its possibilities, but do the more crucial job of testing the validity of your decision.



FRESHMAN EXAMS
COLLEGE OF THE PACIFIC

what to look for in a COLLEGE

CHOOSING a college is serious business and, as stated in the marriage vow, should not be approached "unadvisedly." College years are decisive. What are some of the questions to be asked about a college? The suggestions which follow are intended to raise some of these questions:

1. *What does the college stand for?*

Strangely enough, colleges are not agreed on what education should be. Therefore it will be worth the time to study the stated aims and objectives of a college under consideration. As a rule these appear in the catalog of the institution, and while these publications cannot be trusted too far, it is important to learn what the college says its purposes are.

What does the course of study include? Does it require that a student face the Big Questions? Is there opportunity to study religion and philosophy which have so much to say about these matters? What are the social standards of the institution? What is the quality of dormitory life? Such questions will help to indicate what the college stands for.

2. *What is the accreditation of the college?*

Accredited colleges are those which have been listed by regional agencies as having met minimum standards. Credits from these institutions are accepted without condition by other undergraduate institutions and by graduate schools.

There are unaccredited colleges in the United States doing acceptable work. Some of these will soon be accredited, and others are working toward it. Nevertheless, when a student elects an unaccredited institution he should have special reasons for doing so. In the charts on pages 16-21, regional and University Senate accreditation are given. The University Senate is the official standardizing agency of The Methodist Church.

3. *What is the quality of the faculty?*

The faculty represent the chief strength of a college. The bulletin will list faculty degrees and indicate where they were earned. It is wholesome to have many different graduate institutions represented on a faculty to avoid provincialism. Yet de-

grees do not tell anything like the whole story about a teacher. Most important are personality and character.

A visit to college classes when possible will help greatly. Alumni can speak about the teaching as they remember it, though colleges should not be judged by what they were ten or fifteen years earlier. It is always illuminating to compare the number of teachers with the regular enrolment to learn how many students there are per teacher.

4. *What is the size of the college?*

There is no clear line between a large and a small college. Yet the enrolment of a college is an important factor to be considered. Many colleges are small by choice, believing that there are opportunities in a small academic community not to be found in a large one. Thus a campus of 400 is likely to achieve a solidarity not possible to one of 1,500 students.

A university of 10,000 creates problems which are not to be found upon a campus of 600. It is clear that students reach their fullest development where they are regarded as persons rather than numbers. Both large and small institutions understand this.

5. *What are the admission requirements?*

High-school graduation is required by almost all colleges. There are at times exceptions to this rule, especially for veterans and for those over twenty-one years of age. Since some colleges require a specific pattern of high-school credits for admission, a student should give early thought to the college he hopes to attend. The college bulletin will outline admission requirements.

6. *In what kind of community is the college?*

Years ago colleges were commonly planted in places where city distractions were minimized. Today some of the strongest institutions are to be found in small towns and cities. There is perhaps no more attractive community in our country than the college town. The personal needs and interests of the student must help to determine what kind of environment he will find most congenial. Although large cities have such advantages as museums, symphony orchestras, and great libraries, most colleges not in metropolitan areas arrange to bring to the campus outstanding artists and speakers, and plan field trips to nearby cities. There is much to be said for the small college community.

7. *How well is the college equipped?*

A college is not to be judged primarily by its buildings. Yet adequate equipment is necessary for superior work. Thus dormitories need not be luxurious, but they should be clean and bright.

The college library is an excellent indication of what the institution considers of primary importance. If the library suffers by comparison with the gymnasium, questions are in order. Obviously senior colleges need more books than junior colleges or secondary schools, but the book collection is not to to be judged wholly by numbers.

Those who are interested in scientific study will do well to visit the college laboratories and meet the science faculty. Often students assume that the largest laboratories are the best. This is not necessarily so. The equipment a student gets to use is more to the point than the extensive equipment an institution may possess. In undergraduate work adequate laboratories do not require huge buildings.

8. *What will it cost?*

College costs vary widely. Among the institutions listed in this guide, the lowest average annual cost among senior colleges is about $600 and the highest near $1,700. Average annual costs among junior colleges are somewhat lower.

Most colleges provide scholarship help for worthy students. The extent and nature of such assistance can be learned by writing to the admissions officer of the college. Many institutions will not consider assigning a scholarship until the student has officially applied for admission. Loan funds are also available at most institutions at low interest rates. In another part of this issue reference is made to Methodist loan and scholarship funds.

Students may work for part of their expenses. As a rule a student is well advised not to plan to work during his first semester, or better during his first year. If the financial requirements of a student are such as to require too much outside work, his reason for attending college may be defeated.

9. *What about vocational education?*

Many students hold as their primary aim in going to college the gaining of vocational competence. This is a reasonable objective, since for most of us, life is life in a job. Sound liberal arts education has great vocational importance. Still the student will

want to know what the college can do for him directly in achieving his vocational and professional hopes. Here the catalog of the institution will again be of help, yet it is to be taken with a grain of salt.

If a small college announces its ability to train for everything, the institution may be suspect. A student who can visit the campus to meet the faculty and observe the equipment in music, if this is his field, may find the answer to his questions. The home economics student should visit the laboratories, and discuss his interests with the teachers in that department. If a visit is not possible, he should write to the dean of the college asking for an outline of what the school has to offer in his particular field. The student is likely to discover, however, that if he plans for graduate work, his best efforts should be given to a solid liberal arts program. Thus in a recent study a recommendation for medical training is this: "Medical schools should strongly urge students to secure a broad liberal education."

Leaflets Available from the Division of Educational Institutions

1. Ministerial Abilities (*Describes qualities of a good minister*)
2. Steps into the Methodist Ministry
3. Principles for Methodist Pastors' Schools
4. Courses of Study for the Methodist Ministry
5. Correspondence Graduate Study for Ministers
6. Methodist Ministers Studying Under the Commission on Ministerial Education
7. That They Might Serve Better (*Describes work of Department of In-Service Training*)
8. Recommended Teachers-Speakers for Pastors' Schools of The Methodist Church
9. 3,000 More (*Methodist Student Day promotional leaflet*)
10. National Methodist Scholarships
11. Methodist Student Loan Fund
12. How Much (*suggested minimum goals for Methodist Student Day giving*)
13. The First Four Score (*Historical statement on Methodist Student Loan and Scholarship Fund*)
14. Methodist Youth Caravans
15. Methodist Summer Service Projects for College Students
16. Can You Measure Up? (Needs and Opportunities of Christian Ministry in The Methodist Church)
17. Methodism's . . . Big 10 Theological Schools
18. Program Emphases With Resources & Bibliography, The Methodist Student Movement 1954
19. Defining The Methodist Student Movement
20. 10th Anniversary Handbook, Methodist Student Fellowship Fund
21. Workshop Materials for Program Planning Councils—Digest of Regional Leadership Training Conference Reports (*Methodist Student Movement*)
22. Methodist Student Fellowship Fund Annual Report, June 1, 1953-May 31, 1954
23. How Does a Wesley Foundation Become a Standard Accredited Wesley Foundation?
24. Standards for Wesley Foundations
25. Memorandum from Division of Educational Institutions Concerning New Legislation in 1952 Methodist Discipline, Paragraphs 1365-70
26. Religion in the Church College
27. Faculty Christian Fellowship Manual by J. Edward Dirks
28. Institutions Related to the Board of Education, The Methodist Church (*Directory of schools, their presidents, and locations*)
29. Choose Your College with Care
30. Your Church at Work on the Campus
31. Role of the Small Church-Related College
32. Why Methodist Colleges Ask Their Students Not to Drink
33. Professional Student Christian Work in The Methodist Church
34. University Senate Handbook
35. John Wesley: Christian Educator by John O. Gross (*15¢ per copy; $1.25 for 12 copies; $8.50 for 100 copies*)

All of these leaflets are free in limited quantities with the exception of the last one. Order from the Service Department, Box 871, Nashville 2, Tennessee.

what you will find at a CHURCH *college*

CHAPEL SERVICES
UNIVERSITY OF DENVER

GENERALIZATIONS about church colleges, like those about democracy and about love, limp a little when expected to fit every case. Nevertheless, it is a reasonable question to ask what a typical college with a church background offers.

Sound Education

First of all, you will find it espousing the same standard of academic excellence that the highest grade "secular" college approves. Church-related colleges do not, as a rule, affirm piety to be a fair substitute for intellectual competence. They do claim that moral excellence and spiritual aspiration undergird knowledge. But the good life never emerges as a clear goal with no intellectual confusions attending it. The first concern of the church college remains, therefore, the instruction of the mind with such orientation of the emotions and articulation of the will as may follow therefrom.

Any college related to the church which is not accredited by the highest educational standards relevant to its work, bears a painful consciousness that such accreditation must be the first order of business. A college may induce its students to seek to lose their lives that they may find them. But unless it shows first how to find out what is worth losing one's life for, such a willingness flutters in useless emotion. Rigorous training of the mind, relentless search for information about man, his world and God (all educational tasks) are commonly taken to be primary to the cultivation of religious life on the campus.

Church colleges are not all equal in academic excellence. Yet they agree in holding that a man must learn to use his head before he can use many other opportunities to advantage.

Christian Perspective

Secondly, you will find at a church college the assumption, with greater or less degree of articulation, that education ultimately has religious implications. In his well-known essay on "The Aims of Education," Alfred North Whitehead asserted that, "The essence of education is that it be religious, . . . [for it] inculcates duty and reverence." A sense of duty mounts proportionate to the measure of control over human events which learning brings, and reverence stems from the discovery that such vast potential future developments are put in our hands. Thus the education that is thorough finds implications beyond the simple facts observed. The church college faces this implication honestly and seeks to bring its students to such a unified grasp of these references that meaning in the universe becomes the ultimate theme of every study.

Here the church college stands apart from the state or municipal university and from the purely secular college. There are on the faculty of nearly every college some members who hold this outlook. But the church college seeks to appoint those only to its ranks who hold this persuasion. Further, the best church colleges seek to cultivate an understanding of this outreach of knowledge among those on their staff who are willing to search further for the ultimate significance of their largest questions.

Let it be noted, on the other hand, that the church college does not presume to serve as an agency of

indoctrination. Truth is jointly sought. Students are not flatly required to adopt what professors affirm. This means that some diversity of conclusions about economics, social institutions, psychological forces, religious ideals, theological doctrines, is not only allowed but encouraged. The pervading assumption is, however, that all this sincere search for truth goes on in the presence of God. Sufficient uniformity in outlook is maintained to insure that the faculty member expresses the basic themes of Protestant Christianity. An effort is also made to preserve such areas of agreement as to enable the professor to communicate with his colleagues and with his students.

It is instructive that Jesus used the terms "Holy Spirit" and the "Spirit of Truth" synonymously. Homer P. Rainey has pointed out that this fact ties the highest in education and the highest in religion together. This Spirit of Truth "will guide you into all truth," as Jesus said. But this does not happen without great effort at understanding the truth and without help from many hands in deciding what the truth is. Hence, not uniformity of opinion as to what the truth is, but uniformity of conviction that it can be found and that it has divine implications, remains the platform of the Protestant church college.

The Will to Learn

A third feature characterizing the church college is its indefatigable will to communicate its treasures to its students. While no student can be forced to learn, the church college wills for him to learn in spite of himself. Knowing that the student often comes laden with lazy habits of study and prejudices about what's good for man, narrow in his grasp of what education means, the church college sets to work to wean him from his false gods. Love has sometimes been defined as the will-to-communicate. The church college in this sense loves its students. By counseling services, by teachers whose time is given beyond the line of duty, chapel services, consultations and forums, and by many another means the church college tries to call up from the depths of each student's personal resources those which make of him a citizen needed in his time.

The church college takes no pride in the students it fails. For, assuming ability to do college work, a failing student means a failing college. The church college has not succeeded in communicating to the student who fails that he dare not remain an intellectual island unconnected with the mainland of human culture and barren of any fruit in human service. Indifference to or ignorance of the progress of its students must be, and characteristically is, foreign to the church college. In short, the church college accepts the obligation to propagate education with a soul in it, even when the student is initially indifferent. This means that knowledge with a high sense of responsibility for its use, is expected of even the wayfaring student who planned to be left to his own devices. None is left unsummoned to this enterprise.

Religion Content

Again, the church college takes for granted the value of biblical and other religious knowledge and the validity of participation in religious nurture. Usually courses in Bible and history or philosophy of religion are required on the ground that religion has been such a central part in all cultures that no one can claim to be educated without some apprehension of this fact. Religion has been the mother of the arts, and the church college (typically a liberal arts college) takes responsibility for seeing that its students gain this perspective. Such a demand cannot, of course, be made by a state institution.

Chapel services made inviting, and often required, foster the habit of devotion. Youth groups for discussion of religious problems generally have the feeling that the wind is with them at a church college. Deputation teams that assist churches in their programs and allow students to feel out the role of a full-time religious worker frequently find a place on such a campus.

Social Life

Social life on a church-college campus may be quite diversified and occasionally puzzling to church people. Few social habits, excepting the use of alcoholic beverages, are now explicitly forbidden (or prescribed either for that matter) at the church college. An effort is made to develop standards of discrimination and principles of responsibility for a social pattern that will facilitate friendships and gracious living. Dancing and smoking are not so commonly forbidden, but all social habits are expected to contribute to the maturation of students.

These are some of the major features of the church college. The ability of a given college to realize some of these aims may be hindered in one way or another. Happily the church has taken in the last few years a renewed interest in the welfare of its colleges. Without dominating their educational standards, the church has been surrounding its colleges with a fellowship of encouragement. Financial support that is becoming increasingly substantial will enable the church colleges to put the soul back into education which it had when the modern universities were first born.

—Louis Norris, *President*
MacMurray College, Jacksonville, Illinois

WAYS *and* MEANS

of meeting the cost

SCARRITT COLLEGE STUDENT PAYING HIS BILLS

THERE are four important factors in securing a college education—*ability, will, purpose,* and *means.* If ability is evident, the purpose clear, and the will strong, the student will probably discover the necessary ways and means. However, not all deserving students have access to adequate means and often fail to realize their educational goals from lack of funds. It is for this reason The Methodist Church maintains a program of loans and scholarships that has helped more than 75,000 students during the past eighty years. Funds from the Methodist Student Loan Fund are available to the young people of your church provided they meet the following requirements:

WHO

1. Applicant must have been a Methodist for at least one year.
2. Be at least seventeen years of age and in good health.
3. Be properly registered as a degree candidate in an accredited college or university.
4. Have a grade average of C or better.
5. Give evidence of need, character, and financial responsibility.

HOW Applications for Methodist Student Loans should be made through the loan officer if the student is attending a Methodist college or university, through the Wesley Foundation director if the student is attending a state university, or directly through the Department of Student Loans and Scholarships of the Board of Education if attending other private or independent schools. Application forms and promissory notes are distributed only by authorized loan officers, and no loans are granted without proper clearance through these established channels.

AMOUNT A student may borrow a maximum of $1,500 during his entire educational career, with limited amounts being available for each academic year as follows: freshman, $200; sophomore, $250; junior, $300; senior, $350. The maximum available to undergraduate students is $1,000 with an additional $500 being made available for graduate study. Students are encouraged to borrow only

the amount needed, for the loan fund is an attempt to supplement rather than to underwrite the total college expenses of any particular student.

WHO A limited number of students will be able to take advantage of the National Methodist **Scholarship** program which is designed primarily to attract and develop outstanding leadership for the church at large. These awards are restricted to qualified students in accredited Methodist colleges and universities and cover tuition and fees up to $400 per year. Candidates for these awards must demonstrate superior academic ability, be actively related to The Methodist Church, possess unusual leadership ability, give promise of future usefulness, be Christian in character, pleasing in personality, and in good health. Need is also an important requirement, but those nominated for this award must meet all the qualifications before being considered.

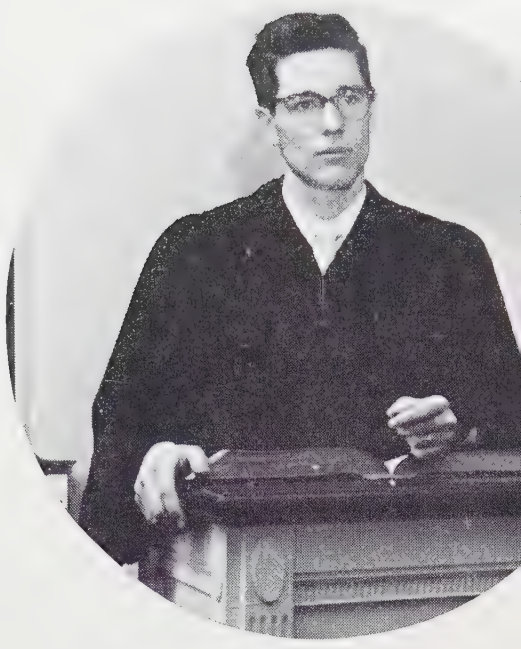
HOW Application for these awards must be made directly through the scholarship officer in the Methodist school of the student's choice even though the final decision and actual awards are made by the Board of Education.

METHODIST STUDENT DAY Methodist Student Day, the second Sunday in June, represents an excellent opportunity for the local pastor to encourage young men and women to think in terms of securing a college education. On this occasion, youth can be inspired with the need for Christian leadership around the world and can be encouraged to prepare for such positions of leadership. They can also be advised about the Methodist program of higher education with its secondary schools, junior colleges, colleges, universities, seminaries, and Wesley Foundations, for in this way they will come to appreciate the fact that education and leadership are important in The Methodist Church. Many of those without resources will be encouraged by the information that they can borrow from the Methodist Student Loan Fund and others will be challenged with the prospect of securing a National Methodist Scholarship award. Where they go and the course of study they pursue will be a matter of personal concern, but they can be assured of assistance through the Methodist Student Loan and Scholarship Fund.*

The General Board of Education is glad to join hands with local pastors in this nationwide program of leadership training. Together we shall continue to attract and encourage those who have ability, a will, and a sense of purpose, and above all, come to the aid of those who are seeking ways and means for realizing their educational goals.

* See chart on Pages 16-21 for tabulation of actual college expenses.

young men and the MINISTRY



METHODISM'S TEN THEOLOGICAL SEMINARIES ARE BUSY TRAINING FUTURE PASTORS

The Call

In counseling with young men today about the ministry, help them to see the importance of a sense of divine calling to the work of the church. The call of the Divine Spirit to the inner heart and the cry of society's need to the ear and eye must both be heard. The voice of God calls young men to his service. The same voice rings through the sounds of human suffering. God spoke to Moses individually, laying upon his heart the plight of his people. Paul's call came in a voice which he alone understood on the Damascus way, but the need of the gospel by all people, even unto Rome, rang in his ears throughout his ministry.

Pre-enrolment

The young man who is called to the ministry must look forward to a long period of intellectual and spiritual training. Four years of college and three years in seminary are ahead. Selective Service legislation has made provision for the training of tomorrow's ministers by exempting the preministerial student from military service. The student should secure from the Board of Ministerial Training and Qualifications of his annual conference the blanks to be filled out to apply for his exemption. Upon certification of his status by the Board of Ministerial Training and his pre-enrolment in the theological school of his choice, he will be granted exemption to continue his studies.

College

In deciding upon a college, he should select one where the courses required in the preseminary studies program are available. Our own colleges and universities related to The Methodist Church offer excellent opportunities to fulfill the pretheological requirements. In general, the course is a well-diversified program in liberal arts.

Theological School

The choice of a theological school presents a special problem on which counsel will probably be sought. Since pre-enrolment necessitates the selection of a seminary some years before the date of entrance, the student will need guidance. Our ten Methodist theological schools offer fully accredited programs of instruction. They are conveniently located geographically across the nation. Extra benefits in a Methodist seminary beyond the well-rounded courses of instruction include the following:

—Discovering more fully the outreach of The Methodist Church as a working institution in the world.

—Growing to Christian maturity through deepened understanding, sensitivity, and consecration in the ministry of The Methodist Church.

—Receiving the fullest possible training in the basic Christian faith as interpreted by The Methodist Church.

—Sharing in a circle of friends and fellow workers—the lifelong brotherhood of the Methodist ministry.

Inquiries for additional information and materials for use in counseling preministerial students may be addressed to the Department of Theological Schools, Box 871, Nashville, Tennessee.

STUDENT WORSHIPS AT MACMURRAY COLLEGE

the METHODIST *student movement*

When a boy or girl goes to college, he enters into adult experiences. His vocation becomes seriously that of a student. His environs are those of the campus. The instrument of our church which seeks to help him mature in this situation is the Methodist Student Movement. Wherever he may go, he should be counseled to seek a place in the Methodist Student Movement.

THE Methodist Student Movement is an inclusive term describing a movement within Methodism that has been gathering momentum for the past fifteen years. The term includes student organization; it includes university churches and pastors; it includes the religious program of Methodist colleges, their student groups and directors of religious life; it includes the Wesley Foundations, their student councils, boards of directors, students and professional personnel; it includes the state movements, with their intercollegiate program; it includes a national Department of College and University Religious Life in the Board of Education working with similar departments in other boards; in a very significant manner, the Methodist Student Movement *includes a great new emphasis of Methodism in the field of religion in higher education.*

The Local Units

There are sixty-nine Methodist colleges, nine universities, ten theological schools, twenty junior colleges, seven secondary schools, two professional schools, and one affiliated college related to the Board of Education of The Methodist Church. It may be presumed that students in most of these one hundred and eighteen institutions and other institutions of the church related to other boards have some direct participation in the Methodist Student Movement. This is either indirectly through an organized Methodist Student Movement group on the campus

or the campus Christian group which is related to the total Protestant student program in the United States through the United Student Christian Council.

There are one hundred and sixty Wesley Foundations located at state and independent colleges and universities. Methodism also participates in twenty-two interdenominational units in similar centers.

In addition to the above, there are about one hundred other colleges and universities with organized groups of Methodist students.

These four hundred or more local units located in Methodist colleges, Wesley Foundations and other university centers are the local basic student units of the Methodist Student Movement among about 200,000 students who belong to or prefer The Methodist Church.

Beyond the Local Unit

In addition to local groups, the student phase of the Methodist Student Movement is organized on a state or similar area basis. It has never organized on a regional basis but for the purpose of holding Regional Student Leadership Training Conferences and similar meetings, there are regional groupings as follows: the Northeast, Southeast, South Central, North Central, Great Plains and the West.

There is a national *Methodist Student Commission* composed of student presidents of state or similar areas, and their adult counselors. This body meets once a year for conference and consultation. Its legislation is referred to the boards and agencies of the church. It also formulates annual Program Emphases.

There is a national *Methodist Student Workers Association* composed of professional personnel in the leadership of the Methodist Student Movement.

There is a national *Department of College and University Religious Life* in the Board of Education and a Student Department in the Board of Missions. These staffs meet several times a year to correlate their services to the field.

Relationships

The National Methodist Student Commission is a functioning part of the National Conference of Methodist Youth, and all student work is carried forward in correlation with the general youth work of the church and with the National Conference of Methodist Youth.

The Methodist Student Movement is one of thirteen national agencies in the United Student Christian Council which is the United States unit of the World's Student Christian Federation.

The Methodist Student Movement is also one of the many cooperating agencies in the recently organized Department of Campus Christian Life of the National Council of Churches of Christ.

Objectives

The objectives of the Methodist Student Movement have been clearly stated on a number of occasions. Basically and briefly, they are: to lead students to Jesus Christ, to study the Bible, to a deepened Christian faith, to an understanding of the church; to provide warmth of Christian fellowship; to develop ecumenical understanding; to foster Christian education; to offer projects of service; to interpret Christian vocation; to promote religion in higher education; to participate in a university Christian movement; and to develop a sense of world Christian community.

Projects

There are many local and state projects of the Methodist Student Movement. The following are some of the national projects:

- *motive*, the Magazine of the Methodist Student Movement
- The Methodist Student Fellowship Fund
- Annual State Student Conferences
- Annual Regional Student Leadership Training Conferences
- Quadrennial National Methodist Student Movement Conferences
- Caravans
- Work Camps
- Christian Witness Missions
- National and United Nations Citizenship Seminars
- European Travel Groups
- Summer Courses for Training in Student Christian Work
- Publication of the Methodist Student Bulletin
- Participation in—
  - The National Conference of Methodist Youth
  - The Department of Campus Christian Life of the National Council of Churches
  - The United Student Christian Council
  - The World's Student Christian Federation

Conclusion

We have given the structural picture of the Methodist Student Movement. However, one misses the real meaning of the Methodist Student Movement if we convey only an organizational impression. It is in truth a movement composed of persons. They are college and university students, faculty, college pastors and counselors, who know Christ and are committed to him. They are a fellowship which is at once in the church and in the university. They are leading and being led by the Holy Spirit to witness, evangelize and teach in campus and community in the name of Christ.

Location of Institutions of Higher Education Related to The Methodist Church

MICHIGAN
WISCONSIN
St. Paul
Appleton
Albion
Adrian
ILLINOIS
Evanston
INDIANA
OHIO
Berea
Ada
Alliance
Delaware
Greencastle
Bloomington
Mount Vernon
Mount Pleasant
Jacksonville
Kansas City
Fayette
Lebanon
Evansville
KENTUCKY
London
Owensboro
Columbia
Barbourville
TENNESSEE
Nashville
Madisonville
Athens
Chattanooga
Jackson
Pulaski
ARKANSAS
Conway
Little Rock
MISSISSIPPI
ALABAMA
Athens
Holly Springs
Boaz
Mathiston
Birmingham
Montgomery
Jackson
LOUISIANA
Shreveport
New Orleans
GEORGIA
Young Harris
Waleska
Atlanta
Oxford
Augusta
LaGrange
Macon
Cuthbert
FLORIDA
Daytona Beach
Lakeland
SOUTH CAROLINA
Spartanburg
Columbia
Orangeburg
NORTH CAROLINA
Morristown
Greensboro
Durham
High Point
Misenheimer
Brevard
Louisburg
Lynchburg
Ashland
Ferrum
Emory
W.VA.
Buckhannon
VIRGINIA
Washington
MARYLAND
Westminster
DEL.
Dover
PENNSYLVANIA
Meadville
Williamsport
Carlisle
N.J.
Maaison
Hackettstown
NEW YORK
Syracuse
Montpelier
Poultney
VT.
N.H.
MASS.
Boston
CONN.
R.I.
Middletown

Chart of Methodist-Related

Institution	Location	1950 Census Population	Type	Accreditation
UNIVERSITIES				
1. American University	Washington, D. C.	802,178	Coed	MS-U
2. Boston University	Boston, Mass.	801,444	Coed	NE-U
3. Duke University	Durham, N. C.	71,311	Coed	S-U
4. Emory University	Atlanta, Ga.	331,314	Coed	S-U
5. Northwestern University	Evanston, Ill.	73,641	Coed	NC-U
6. Southern Methodist University	Dallas, Tex.	434,462	Coed	S-U
7. Syracuse University	Syracuse, N. Y.	220,583	Coed	MS-U
8. University of Denver	Denver, Colo.	415,786	Coed	NC-U
9. University of Southern California	Los Angeles, Calif.	1,970,358	Coed	W-U
SCHOOLS OF THEOLOGY				
1. Boston University School of Theology	Boston, Mass.	801,444	Coed	T-U
2. Drew Theological Seminary	Madison, N. J.	10,417	Coed	T-U
3. Duke University, Divinity School of	Durham, N. C.	71,311	Coed	T-U
4. Emory Univ., Candler School of Theology	Atlanta, Ga.	331,314	Coed	T-U
5. Gammon Theological Seminary	Atlanta, Ga.	331,314	Coed	T-U
6. Garrett Biblical Institute	Evanston, Ill.	73,641	Coed	T-U
7. Iliff School of Theology	Denver, Colo.	415,786	Coed	T-U
8. S.M.U., Perkins School of Theology	Dallas, Tex.	434,462	Coed	T-U
9. Univ. of Sou. Calif., School of Religion	Los Angeles, Calif.	1,970,358	Coed	T-U
10. Westminster Theological Seminary	Westminster, Md.	6,140	Coed	T-U
SENIOR COLLEGES				
1. Adrian College	Adrian, Mich.	18,393	Coed	I
2. Albion College	Albion, Mich.	10,406	Coed	NC-U
3. Allegheny College	Meadville, Penna.	18,972	Coed	MS-U
4. Athens College	Athens, Ala.	6,309	Coed	
5. Baker University	Baldwin, Kan.	1,741	Coed	NC-U
6. Baldwin-Wallace College	Berea, Ohio	12,051	Coed	NC-U
7. Bennett College	Greensboro, N. C.	74,389	Women	S-U
8. Bethune-Cookman College	Daytona Beach, Fla.	30,187	Coed	S-U
9. Birmingham-Southern College	Birmingham, Ala.	326,037	Coed	S-U
10. Brothers College, Drew University	Madison, N. J.	10,417	Coed	MS-U
11. Centenary College of Louisiana	Shreveport, La.	127,206	Coed	S-U
12. Central College	Fayette, Missouri	3,144	Coed	NC-U
13. Claflin College	Orangeburg, S. C.	15,322	Coed	S-U

AMA American Medical Association.
MS Middle States Association of Colleges and Secondary Schools.
NC North Central Association of Colleges and Secondary Schools.
NE New England Association of Colleges and Secondary Schools.
N Northwest Association of Secondary and Higher Schools.
S Southern Association of Colleges and Secondary Schools.
T American Association of Theological Schools.
U University Senate of The Methodist Church.
W Western College Association.
D Not accredited but approved for training of ministers under Par. 323, Methodist *Discipline*, 1952 edition.

Educational Institutions

	Average Tuition	Est. Fees	Average Room and Board	Est. Total Cost	1953-54 Regular Enrollment	No. of Faculty	Volumes in Library	Endowment
1.	$560		$710	$1,270	2,595	170	161,726	$ 955,421
2.	600	$ 10	650	1,400	11,783	750	390,00	6,388,002
3.	350	230	600	1,180	4,840	631	1,125,450	19,898,666[1]
4.	525	5	645	1,395	3,906	365	420,000	30,000,000
5.					8,490†	841†	1,111,663†	77,972,045†
6.	500	41	600	1,150	5,265†	310	300,000	6,700,000
7.	700	none	600-772	1,300-1,472	9,144†	632	387,694	6,731,000
8.	495	56	627	1,268	7,076†	302	309,366	2,986,528
9.	608	20	700	1,400	10,506	922	708,606	2,600,000
1.	600	10	Room 125	735	351*	29	40,160	1,118,326
2.	160	4	$440	604	325*	22	208,000	6,800,000
3.	350	50	475		228*	19	68,000	See Duke Univ.
4.	525	30	Room $150		399*	18	43,113	See Emory Univ.
5.	70	25	405	500	57*	10	26,000	600,000
6.	150	10	475	700	431*	23	180,000	3,533,577
7.	210	15	Room $ 83	450-550	129*	8	44,000	1,020,000
8.	360	77	389	826	369*	27	50,000	1,740,954
9.	80	32	700-900	800-1,000	170*	12	60,000	156,000
0.	150	15	430	595	147*	10	23,337	191,240
1.	200	15	265	465	272	26	20,000	1,058,656
2.	500		620	1,150	1,113	68	90,000	5,140,612
3.	645	none	570	1,415	939	75	130,000	2,600,000
4.	255	17	360	632	211	15	15,000	300,360
5.	350	none	430	780	468	32	87,000	1,676,098
6.	540	23	540	1,103	1,190†	83	58,930	2,612,560
7.	340	40	360	740	436	37	32,071	1,266,274
8.	200	50	421	671	827	38	25,053	538,450
9.	300	97	475	872	839	51	72,000	1,577,440
0.	580	30	590	1,200	351†	35	208,000	7,467,355
1.	365		486	851	941	53	36,400	3,061,459
2.	400	16	440	856	531	41	58,000	1,176,888
3.	150	90	324	564	438	24	17,098	Est. 299,000

† 1952-53 figures.
* These figures refer only to the Fall Quarter, 1953-54, and do not represent enrollments for the full year.
[1] Does not include income from portion of corpus of the Duke Endowment.

Institution	Location	1950 Census Population	Type	Accre tatio
14. Clark College	Atlanta, Ga.	331,314	Coed	S
15. College of Puget Sound	Tacoma, Wash.	143,673	Coed	N
16. College of the Pacific	Stockton, Calif.	70,853	Coed	W
17. Columbia College	Columbia, S. C.	86,914	Women	S
18. Cornell College	Mount Vernon, Iowa	2,320	Coed	NC
19. Dakota Wesleyan University	Mitchell, S. D.	12,123	Coed	NC
20. DePauw University	Greencastle, Ind.	6,888	Coed	MS
21. Dickinson College	Carlisle, Penna.	16,812	Coed	NC
22. Dillard University	New Orleans, La.	570,445	Coed	S
23. Emory and Henry College	Emory, Va.	325	Coed	S
24. Evansville College	Evansville, Ind.	128,636	Coed	NC
25. Florida Southern College	Lakeland, Fla.	30,851	Coed	S
26. Greensboro College	Greensboro, N. C.	74,389	Coed	S
27. Hamline University	St. Paul, Minn.	311,349	Coed	NC
28. Hendrix College	Conway, Ark.	8,610	Coed	NC
29. High Point College	High Point, N. C.	39,973	Coed	S
30. Huntingdon College	Montgomery, Ala.	106,525	Coed	S
31. Huston-Tillotson College	Austin, Texas	132,459	Coed	S
32. Illinois Wesleyan University	Bloomington, Ill.	34,163	Coed	NC
33. Iowa Wesleyan College	Mount Pleasant, Iowa	5,843	Coed	NC
34. Kansas Wesleyan University	Salina, Kan.	26,176	Coed	
35. Kentucky Wesleyan College	Owensboro, Ky.	33,651	Coed	S
36. LaGrange College	LaGrange, Ga.	25,025	Coed	S
37. Lambuth College	Jackson, Tenn.	30,207	Coed	
38. Lawrence College	Appleton, Wis.	34,010	Coed	NC
39. Lycoming College	Williamsport, Penna.	45,047	Coed	MS
40. MacMurray College	Jacksonville, Ill.	20,387	Women	NC
41. McKendree College	Lebanon, Ill.	2,417	Coed	
42. McMurry College	Abilene, Texas	45,570	Coed	S
43. Millsaps College	Jackson, Miss.	98,271	Coed	S
44. Morningside College	Sioux City, Iowa	83,991	Coed	NC
45. Mount Union College	Alliance, Ohio	26,161	Coed	NC
46. National College for Christian Workers	Kansas City, Mo.	456,622	Coed	
47. Nebraska Wesleyan University	Lincoln, Neb.	98,884	Coed	NC
48. Ohio Northern University	Ada, Ohio	3,640	Coed	
49. Ohio Wesleyan University	Delaware, Ohio	11,804	Coed	NC
50. Oklahoma City University	Oklahoma City, Okla.	243,504	Coed	NC
51. Paine College	Augusta, Ga.	71,508	Coed	
52. Philander Smith College	Little Rock, Ark.	102,213	Coed	NC
53. Randolph-Macon College	Ashland, Va.	2,610	Men	S
54. Randolph-Macon Woman's College	Lynchburg, Va.	47,727	Women	S
55. Rocky Mountain College	Billings, Mont.	31,834	Coed	N
56. Rust College	Holly Springs, Miss.	3,276	Coed	S
57. Scarritt College for Christian Workers	Nashville, Tenn.	174,307	Coed	S
58. Simpson College	Indianola, Iowa	5,145	Coed	NC
59. Southwestern College	Winfield, Kan.	10,264	Coed	NC

	Average Tuition	Est. Fees	Average Room and Board	Est. Total Cost	1953-54 Regular Enrollment	No. of Faculty	Volumes in Library	Endowment
4.	$250	$ 50	$437	$ 737	768†	63	10,400	$1,006,360
5.	400	28	450	828	2,165	83	76,000	2,124,202
6.	556	30	666	1,252	1,081	91	60,000	1,096,815
7.	150	90	500	740	330†	32	18,000	700,000
8.	640		560	1,200	633†	58	76,000	3,007,966
9.	300	50	450	800	271	27	21,000	605,983
0.	500	100	620	1,220	1,766	122	123,966	7,194,245
1.	600	25	510	1,200-1,400	881	72	100,000	2,500,000
2.	275	25	389	689	682	53	39,120	4,500,000
3.	240	105	400	745	539	36	31,609	812,022
4.	413	10	600	1,023	985	90	37,500	485,000
1,060[1]-1,160		10		1,070[1]-1,170	1,948†	125	75,000	2,000,000
6.	300		535	835	392	36	36,000	712,205
7.	450	25	565	1,100	1,171	75	67,151	4,790,723
8.	290	29	480	799	460	45		2,034,842
9.	250	77	372	699	761	40	25,000	565,000
0.	400		500	900	479†	40	41,063	600,000
1.	200	25	315	540	822†	45	40,000	12,699†
2.	420	5	600-640	1,060	723	58	57,698	1,632,250
3.	380	32	540	977	318	26	24,000	508,530
4.	300	100	490	890	247	27	23,032	575,000
5.	320	34	510	864	320	27	25,000	426,000
6.	350	30	430	810	277	22	17,000	1,475,499
7.	255	30	378-423	663-708	234	26	17,000	375,000
8.	550	40	600	1,200	750	70	75,000	2,500,000
9.	450	45-95	550	1,045-1,095	467	49	31,361	793,724
0.	450	30	800	1,280	477	43	57,734	4,120,644
1.	300	10	408	718	205	25	21,000	200,000
2.	320	40	473	833	558	33	28,433	856,568
3.	250	112	270	750	704	39	35,000	1,400,000
4.	400	38	460	938	654†	51	65,000	1,093,208
5.	428	72	525	1,025	773	45	87,617	1,500,000
6.	200	80	400[2]	680	101	16	21,000	520,000
7.	300	40	510	950	638	52	40,000	1,132,000
8.	330-480[3]	75	600	1,000-1,155	800	55	36,000	652,809
9.	600-750		650	1,300	2,032†	145	219,000	6,152,457
0.	370		450-550	820-920	1,667	110	54,000	1,000,000
1.	150	70	306	526	326	25	27,379	40,000
2.	200	100	332	632	678†	46	30,992	36,981†
3.	250	300	500	1,050	441	38	46,351	1,420,768
4.				1,500	623	75	77,792	1,402,000
5.	300	75	465	840	183	26	28,000	535,443
6.	179	27	324	530	307	31	19,993	38,999
7.	324	66	540	1,155	160	15	8,000[4]	654,159
8.	400	65	560	1,025	391	38	41,000	1,500,000
9.	185		424-504 men 424 women		363	41	28,446	650,000

[1] Graduates of Florida high school only.
[2] Plus six hours work per week.
[3] Depending upon course.
[4] Plus joint university library of 632,500 volumes.

Institution	Location	1950 Census Population	Type	Accred tation
60. Southwestern University	Georgetown, Texas	4,951	Coed	S-
61. Tennessee Wesleyan College	Athens, Tenn.	8,618	Coed	S-U
62. Texas Wesleyan College	Fort Worth, Texas	278,778	Coed	S-
63. Union College	Barbourville, Ky.	2,926	Coed	S-
64. University of Chattanooga	Chattanooga, Tenn.	131,041	Coed	S-
65. Wesleyan College	Macon, Ga.	70,252	Women	S-
66. Wesleyan University	Middletown, Conn.	29,711	Men	NE-
67. West Virginia Wesleyan College	Buckhannon, W. Va.	6,016	Coed	NC-
68. Western Maryland College	Westminster, Md.	6,140	Coed	MS-
69. Westminster College	Salt Lake City, Utah	182,121	Coed	N-
70. Wiley College	Marshall, Texas	22,327	Coed	S-
71. Willamette University	Salem, Ore.	43,140	Coed	S-
72. Wofford College	Spartanburg, S. C.	36,795	Men	N-
JUNIOR COLLEGES				
1. Andrew College	Cuthbert, Ga.	4,025	Women	S-
2. Brevard College	Brevard, N. C.	3,908	Coed	S-
3. Centenary Junior College	Hackettstown, N. J.	3,894	Women	MS-
4. Emory at Oxford	Oxford, Ga.	817	Coed	S-
5. Ferrum Junior College	Ferrum, Va.	300	Coed	
6. Green Mountain Junior College	Poultney, Vt.	2,936	Women	NE-
7. Hiwassee College	Madisonville, Tenn.	1,487	Coed	
8. Kendall College	Evanston, Ill.	73,641	Coed	
9. Lindsey Wilson Junior College	Columbia, Ky.	2,167	Coed	S-
10. Lon Morris College	Jacksonville, Texas	8,607	Coed	S-
11. Louisburg College	Louisburg, N. C.	2,545	Coed	S-
12. Martin College	Pulaski, Tenn.	5,762	Coed	S-
13. Morristown Normal and Industrial College	Morristown, Tenn.	13,019	Coed	S-
14. Pfeiffer Junior College	Misenheimer, N. C.	140	Coed	S-
15. Reinhardt College	Waleska, Ga.	385	Coed	S-
16. Snead Junior College	Boaz, Ala.	3,078	Coed	S
17. Spartanburg Junior College	Spartanburg, S. C.	36,795	Coed	
18. Sue Bennett College	London, Ky.	3,426	Coed	
19. Vermont Junior College	Montpelier, Vt.	8,599	Women	NE-
20. Wesley Junior College	Dover, Del.	6,223	Coed	MS-
21. Wood Junior College	Mathiston, Miss.	584	Coed	
22. Young Harris College	Young Harris, Ga.	450	Coed	S-
OTHER SCHOOLS				
1. Meharry Medical College	Nashville, Tenn.	174,307	Coed	AMA
2. Port Arthur College	Port Arthur, Texas	57,530	Coed	
3. Sager Brown Home and Godman School [2]	Baldwin, La.	1,138	Coed	
4. Wesley College	Grand Forks, N. D.	26,836	Coed	

[1] Senior college status approved July, 1954; accreditation continues for the present to freshman and sophomore years.
[2] Elementary school.

	Average Tuition	Est. Fees	Average Room and Board	Est. Total Cost	1953-54 Regular Enrollment	No. of Faculty	Volumes in Library	Endowment
60.	$350		$450	$800	431	40	52,379	$4,815,101
61.	300		420	720	269	29	16,000	271,650
62.	300	$ 36	430	750	1,244	Est. 46	33,047	1,130,000
63.	200	100	326	626	475	26	23,000	715,000
64.	390	25	540	900	888	75	150,000	1,750,000[1]
65.	475	75	675	1,150-1,200	422	54	46,750	1,788,000
66.	650	25-30	Room 200	1,700	810†	Est. 90	400,000	19,424,361
67.	400		450	950	502	31	40,000	334,000
68.	500	50	475-550	1,050-1,150	631	56	52,000	1,082,089
69.	300	90	470	860	322	27	18,904	118,240
70.	180	30	302	557	639	35	25,393	623,684
71.	470	70	550	1,040	923	114	72,071	2,246,115
72.	250	200	400	850	603	35	53,500	970,000
1.	150	15	385	555	103	9	5,720	176,252
2.	200	55	340	595	195	20	18,000	750,000
3.				1,700	445	36	16,500	45,342
4.	435	13	450	948	210	21	7,229	See Emory Univ.
5.	200	60	300	560	101	16	8,773	144,325
6.				1,550	329	28	13,822	103,561
7.	153	69	293	515	168†	18	5,000	101,167
8.	320	45	500	865	117	8	5,000	19,960
9.	232	20	300	552	142	11	10,438	36,223
10.	210	25	440	675	232	15	10,729	164,979
11.	250	40	270	550	166	17	11,184	160,000
12.	240	30	390	660	154	13	9,640	184,439
13.	108	36	306	450	348	25	13,500	122,341
14.	150	60	420	630	191	22	6,500	1,100,000
15.	176	27	338	540	144	13	4,662	313,102
16.	225	15	315	555	208	12	8,141	160,000
17.	200	40	380	620	274	9	6,076	
18.	80	30	306	416	112	14	12,382	47,710
19.	650	50	775	1,475	115	15	8,500-9,000	143,000
20.	500	150	450	1,100	146	18	7,000	125,000
21.	99	17	310	420	125	9	7,250	undetermined
22.	180	45	270	495	269	18	15,000	418,000
1.	575	47-75	570	1,192-1,215	450†	98	1,200	4,445,772
2.	[2]	none	48 per mo.	76-81 per mo.	231	10	Public Library	125,000[3]
3.				300	115	11	500	None
4.			Room $104		232			214,000

[1] Plus annual living endowment.
[2] $28 per month for business courses; $33 per month for radio and TV courses.
[3] Plus a radio station.

SECONDARY SCHOOLS

related to The Methodist Church

In 1942 Dr. Arthur Traxler wrote as follows about the private, secondary school:

> Although in recent years not more than one boy in a hundred has been educated in the private schools of the United States, these schools have, according to information contained in *Who's Who in America*, educated approximately as many leaders as all the public schools combined.

This is, of course, no argument against the public school which is essential to American society, yet it does suggest that there are opportunities for a limited number of strong private secondary schools in the United States.

Listed below are secondary schools related to the Board of Education, to the Woman's Division of Christian Service, and to the Board of National Missions of The Methodist Church. Each of these institutions will welcome correspondence from interested persons.

Institution	Location	1950 Census Population	Type	Accreditation
SECONDARY SCHOOLS				
1. Allen High School	Asheville, N. C.	53,000	Women	
2. Baxter Seminary	Baxter, Tenn.	861	Coed	S-U
3. Boylan Haven School	Jacksonville, Fla.	204,517	Women	
4. Browning Home and Mather Academy	Camden, S. C.	6,986	Coed	
5. Erie School	Olive Hill, Ky.	1,351	Coed	
6. George O. Robinson School	Santurce 34, P. R. (San Juan, P. R.)	224,767	Coed	
7. Harwood Girls School	Albuquerque, N. M.	96,815	Women	
8. Holding Institute	Laredo, Texas	51,910	Coed	
9. Kents Hill Preparatory School	Kents Hill, Maine	150	Coed	NE-U
10. Lydia Patterson Institute	El Paso, Texas	130,485	Coed	
11. Navajo Methodist Mission School	Farmington, N. M.	3,637	Coed	
12. Pennington School	Pennington, N. J.	1,682	Men	MS-U
13. Randolph-Macon Academy	Front Royal, Va.	8,115	Men	S-U
14. Tilton School	Tilton, N. H.	1,127	Men	NE-U
15. Vashti School	Thomasville, Ga.	14,424	Women	
16. Wilbraham Academy	Wilbraham, Mass.	4,003	Coed	NE-U
17. Wyoming Seminary	Kingston, Pa.	21,096	Coed	MS-U

vocational training and the LIBERAL ARTS

IN an important, recent book, *Preparation for Medical Education in the Liberal Arts College*, the old problem of the relationship of vocational or professional education to the liberal arts is considered anew. This report, written by a subcommittee surveying medical education, is clear and forthright in its conclusions that education in the liberal arts offers the best basis for later specialization:

> Our position is that, even for premedical students, the college years should not be devoted exclusively, or even primarily for medical school but rather to the acquisition of a liberal education, after which may come, in due course, medical school and medical practice. It would be very nice if the person who fails to be admitted to medical school could step into a good job immediately, but it is not essential that a college education guarantee him such a job. What is of the utmost importance is that he achieve a liberal education which fits him for a good adult life, and, in addition, prepares him for **subsequent** vocational training. *A really good liberal education provides, we believe, the ideal basic training which is a prerequisite for later specialized vocational or professional training.* (Italics added.)

Similar reasoning regarding the essential values of liberal arts training led the Committee on Plans of Columbia University to state as follows its position on professional education and the liberal arts:

> It is no lip service to tradition to declare once more that the liberal arts program should be the heart of our interests and aims as a college. In the meaning of liberal arts we include all studies that contribute to the art of living,

(*Continued on page 25*)

	Average Tuition	Est. Fees	Average Room and Board	Est. Total Cost	1953-54 Regular Enrollment	No. of Faculty	Volumes in Library	Endowment
1.				$ 385	140	14	3,000	None
2.	$150	$ 35	$565	750	349	19	4,116	$207,208
3.	45	35	270	350	162	25	Est. 2,300	None
4.	18	10	309	337	193	37[1]	2,500	None
5.	30-35	12	270	312-317	191	25	4,000	None
6.	150	50	300	500	325	12	4,089	None
7.		10		370 boarding 118 day	156	24	2,500	None
8.	45	20	243	340	335	25	3,000	None
9.		150		1,600	161	17	5,000	300,000
10.	54	27	189	270	726	25	2,500	None
11.	50	25	Free—all students work	75	193	30	3,300	None
12.	600	160	740-440	1,200-1,500	127	17	5,000	1,700,000
13.	553	94	525	1,200	233	19	4,858	4,776
14.	500	25	975	1,500	166	17	11,500	447,885
15.		55	270	325	125	25	2,600	None
16.		50		1,550-1,700	180	20	15,000	450,000
17.	385	35	645	1,100	997†	42	8,000	2,691,052

[1] Includes all paid workers.

when UNCLE SAM *calls*

BETHUNE-COOKMAN COLLEGE PROUDLY DISPLAYS OUR NATION'S FLAG

EVERY young man in the United States today has to deal with the question of Selective Service. Within six months after he has registered on his eighteenth birthday he is subject to call. Some will enlist; some will ask Selective Service to induct them; some will ask for deferment for various reasons; some will ask for alternative service because of conscientious objections to military service; some will be rejected because of physical, mental, or moral unfitness. But every man has to deal in some way with Uncle Sam.

The attitude of different individuals when faced with the necessity of giving a couple of years to the armed services varies widely. Some welcome it as an opportunity to get away from home and see the world; others fear it as if it were the plague; others take an entirely passive attitude—they expect to do just what they are told to do and nothing more; others say, "This is not my choice, but if I have to go I'll make these two years contribute constructively to my life. I'll seize every opportunity to improve my mind and my health, to develop my talents, to grow in character, leadership, personality, and the ability to get along with all sorts of other fellows. I'll obey orders, but at the same time I'll continue to think for myself and discipline myself to high standards of conduct." Naturally, it's the latter attitude that this article is advocating.

Few people seem to realize the concern which Uncle Sam has that his boys get all the education they can, or how many opportunities for schooling he throws in their way. In the first place, Selective Service is anxious that every inductee shall have had not only a high-school education but college as well. Deferments are made so that nearly everyone can finish high school before induction, and so that all really good students can finish college. Oveta Culp Hobby, U. S. Secretary of Health, Education, and Welfare, stresses this point in the 1954 orientation issue of *motive*, when she says:

> The Government defers superior students from military service because the public recognizes that trained minds are a vital element in national security. The technician, the scientist, the teacher, and the philosopher give strength to the nation as surely as do the guns, planes, and bombs. Deprive a nation of its trained and creative minds and it has no need of intricate weapons. Moreover, it will soon have nothing worth defending.

Even if a person decides to interrupt his schooling and enlist, or asks to be inducted through Selective Service, he will find many opportunities are offered for his education while in the service.

One of these is through correspondence courses, taken either with a recognized college or university while in service or through the U. S. Armed Forces Institute (USAFI), the Marine Corps Institute or the Coast Guard Institute. An astonishing wealth of subjects, both as to variety and difficulty, is available, and credit in most cases is transferable later to the college of his choice.

Another opportunity in many camps is in the off-duty classes offered by a near-by college or univer-

sity. These are arranged through the camp Information and Education Officer.

Then, there are the service school courses offered by the service itself to develop specialists for its own needs. A record is kept of the content of these studies and the grades made, and it often happens that a student can get college credit later if he continues the study in college of this particular field.

But we should not assume that education takes place only in formal classes. Travel itself is education, particularly when one reads about the places to be visited beforehand, and looks up the points of most significance in his hours off duty.

Meeting people from all parts of the country, engaging in conversation with them, and asking questions about home conditions can be a profitable educational experience.

Reading good books, taking part in good recreation, engaging in arts or crafts during spare time are all excellent educational activities available to the service man.

Opportunities? Dozens of them. But rarely does one seize an opportunity unless he is watching for it. It's especially true of education. Not often does one get anything from a book unless he reads with a purpose. One must travel with a purpose, converse with a purpose, play with a purpose, listen with a purpose if he expects to achieve an education. Hence the necessity of deciding on a vocation, at least the general field, before one enters the service. If grades are not good enough to give deferment any longer, it may well be the low record is the result of a lack of purpose. If a worthy purpose is found during the two to four years in the service, most colleges will give another chance.

One final word: Any religion that's worth having is worth keeping, even in an army barracks.

—Lloyd M. Bertholf, *Dean*
College of the Pacific

Vocational Training and the Liberal Arts

(*Continued from page 23*)

> as distinct from the channeled preparation for making a living. What we gladly concede to the necessities of "preprofessional" education leaves us still more convinced that the student for whom we can do most is the four-year liberal arts student. This conviction is supported in the admissions practices of our best professional schools, which have gone more and more definitely on record as preferring a candidate with a well-rounded four years of college work to the candidate who has worked more assiduously upon useful but narrow preparation for his profession. Our own students who are going into medicine and law become in increasing numbers candidates for a "straight" A.B.

Such testimony from professional groups and graduate schools as to the substantial values of sound liberal education can be multiplied many times. Today one is likely to hear educators speak of "general education." It should be recognized, however, that this is mainly new terminology for the best of the liberal arts ideal.

In another section of this magazine attention is called to the meaning of the Christian college. Here it should be noted that most church-related institutions have clung firmly to the liberal arts principle, even though adjusting as necessary to developing opportunities. Here again, the best vocational and professional preparation must be that which makes us responsible and responsive human beings. In the words of a National Education Association report in 1948: "General education cannot rightfully be so called unless the ultimate questions of human nature, man's moral responsibility, and spiritual destiny are raised." The best education, in short, is that which liberates. It was an understanding of this purpose which led Dr. John L. Seaton, president emeritus of Albion College, and for many years president of the University Senate, to write:

> The function of education is not to increase the ability to make money, though it may do that. Its function is not to multiply the chances of social distinction or political success, though it may do both. Its immediate and in a real sense final function is to disclose to young people their own gifts and possibilities; to rouse them from vanity, sloth and easy contentment, to teach them to value life for the opportunities of love and service it affords; to give them clarity of thought and balanced judgment, calmness without coldness, fervor without fanaticism, seriousness without stupidity of dullness; and growing power without undue pride; to fix in them such openness of mind that the truth never will find them blind or unresponsive, such certainties of faith and hope that the song never will die from their lips nor the joy from within their hearts, and such firmness of purpose unspoiled by honors and praise, undaunted by danger and loss.

the University Senate

METHODISM can be justly proud of its record in education—proud of the number of its schools, colleges, and universities—proud of the diversity of emphasis and curricula offered by these institutions—proud of the alumni who have served and are now serving the church and the nation—proud of the excellence of its institutions as a part of American education.

This record, of course, has been made possible by devoted men and women who have sought to merge the concerns of the mind and the spirit in an educational experience of excellence and who have labored to make this dream a reality. Assisting them, however, has been an historically significant agency of the church, the University Senate. It was established by the General Conference of the Methodist Episcopal Church on recommendation of its Board of Education in 1892. The objective was to bring together the professional educational leadership of the church and to charge this Senate with very serious and significant responsibilities in the guidance of Methodist educational institutions.

Primary Responsibilities

In 1939 the Uniting Conference, recognizing the important work which the Senate had done, continued it as the accrediting agency of the church with these primary responsibilities:

1. The accreditation and classification of educational institutions;
2. The protection of the church against educational and administrative malpractices;
3. Active educational counsel and guidance to the Division of Educational Institutions of the General Board of Education and through the division to the annual conferences.

Senate Members

The Senate is composed of twenty-one persons, not members of the General Board of Education, who are actively engaged in the work of education. Eleven of these are named by the General Board and ten by the Council of Bishops. Members of the Senate for the current quadrennium are:

President Hurst R. Anderson, The American University
President James P. Brawley, Clark College
President Ralph W. Decker, Wyoming Seminary
President A. Hollis Edens, Duke University
President Matt L. Ellis, Hendrix College
President Lowell S. Ensor, Western Maryland College
Professor S. A. Hamrin, Northwestern University
President M. J. Holmes, Illinois Wesleyan University
President Nelson P. Horn, Baker University
President Russell J. Humbert, DePauw University
President Umphrey Lee, Southern Methodist University
President D. A. Lockmiller, University of Chattanooga
President W. F. Quillian, Jr., Randolph-Macon Woman's College

President W. J. Scarborough, West Virginia Wesleyan College
President Hubert Searcy, Huntingdon College
President E. W. Seay, Centenary Junior College
President G. Herbert Smith, Willamette University
Chancellor W. P. Tolley, Syracuse University
President Goodrich C. White, Emory University
President W. W. Whitehouse, Albion College
President Ralph L. Woodward, Central College

The Senate naturally maintains a very close working relationship with the Division of Educational Institutions of the Board of Education. Dr. John O. Gross, executive secretary of the division, is always an active participant in the meetings of the Senate and Dr. Myron Wicke, staff member in charge of secondary and higher education, has been asked to serve on the Senate as recording secretary. In many ways the staff members of the division are the technical arms of the Senate, and together they serve to unify and strengthen the educational program of the church.

Although the accrediting function has been historically the central concern of the Senate, it is no longer a major problem, for the fact is that of the one hundred and nineteen colleges, only six senior and three junior colleges lack approval by their regional educational agencies.

Surveys of Educational Institutions

A great deal of attention is now given to assisting colleges in the solution of their special problems. For example, about two years ago Dr. X was elected president of one of our fine colleges. In order that he might better serve that institution, he asked the University Senate to appoint a survey team of specialists to make a thorough examination of his college. This was done. A staff of five well-qualified educators, specialists in different areas of institutional operation, was selected and the study conducted.

Several months later Dr. X received a report made to the president and the board of trustees, a one-hundred-page document summarizing the analysis of the surveyors. Reports on these studies are always presented to the Senate so members will be fully informed of the work of survey teams. These institutional studies are paid for by the institution surveyed on the basis of the cost of the study. This kind of assistance may be of invaluable service to an institution.

Then, when it is discovered through annual reports or in other ways that an institution has a problem of some sort which appears to be serious, the Senate may on its own initiative appoint a committee of counselors who will visit the institution and assist it in the solution of its problem. If it is ever determined that an institutional operation is not in accord with the generally accepted standards of the Senate, it may remove the institution from the accredited list or announce its intention to do so at a specified future date in case the institution does not alter its practice or practices. Removal from the approved list automatically deprives the institution of the financial aid it may be receiving from the church. It would, of course, also generally endanger the academic reputation of the institution.

Thus, the Senate has considerable power although it very rarely finds it necessary to exercise that power. There has been a happy and most satisfactory cooperative relationship between the Senate and our institutions. The educational leadership of the Senate has been outstanding. Our schools and colleges have accepted that leadership with a spirit of gratitude for the wisdom that our church has shown in creating and maintaining this instrument of progressive aid to our boards of trustees, administrations, and faculties.

Future of the Senate

During this quadrennium there has been considerable discussion of the functions of the Senate, hope being expressed that we will give more and more attention to the creative phases of leadership since the policing function is no longer so important. Therefore, the Senate is currently studying ways in which it may assume responsibilities for forward-looking steps in Methodist education which will preserve for the church the most significant educational program provided for any Protestant group in America.

Methodists everywhere should know about the work of the University Senate, and should be assured that because of the leadership of this agency they can properly have a feeling of firm confidence when recommending a Methodist school to a Methodist family. These schools and colleges belong to Methodists. They were established by Methodists. They are controlled by boards of trustees with Methodist relationships. They are helped and counseled by agencies of the church, an important one of which is the University Senate presented in this statement.

—Hurst R. Anderson, *president*
American University

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